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ABSTRACT

This paper investigates administrative training in the teaching of English-as-a-Second-Language (TESL) teacher training programs to see if current teacher training adequately meets future TESL teacher administrative training needs. A survey was mailed to all current directors of graduate TESL and applied linguistics programs in the United States. Both qualitative and quantitative data was collected from 100 participants. Findings revealed that 78% of programs did not offer any kind of administrative training; many teachers learned only by doing. For directors, 62% reported that they were poorly prepared or not at all prepared, and 79% of these directors indicated that administrative coursework should be included in training programs, such as curriculum design; requesting, developing, and allocating a budget; and program and staff evaluation. Recommendations offered include development of an administrative course for student teachers, summer programs for those already teaching, and administrative internships. The survey is appended. (Contains 19 references.) (NAV)

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Preparation for Administration of English as a Second Language Programs

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Graduate TESL and applied linguistics programs curricula are typically devoid of courses that provide their graduates with the essential administrative skills that enable them to assume the academic leadership of a program. The study described in this article attempted to discern the need for and desirability of adding appropriate program components to meet such needs. The study posed three questions. 1) What kind of administrative training do master and doctoral TESL and applied linguistics programs offer to their graduate students?, 2) Did the administrative training components, if any, of the programs from which the TESL or applied linguistics programs directors graduated provide them with the appropriate training for administrative duties? and 3) What elements such as new courses and internships might be included in TESL graduate programs to improve preparation for administrative responsibilities? To provide competent answers to these questions, a survey was mailed to all current directors of graduate TESL and applied linguistics programs in the United States. Data analysis revealed that 78% of the programs did not offer any kind of administrative training, 62% of the current directors reported that they were poorly or not at all prepared and 79% of them indicated that it is important to include administrative course or other specified elements in the current programs.

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Introduction

The Teaching of English as a Second Language (TESL) field began to emerge as a profession in the United States in the 1940s. During the half-century since that time one major area has received very little research, discussion or evaluation in the literature: TESL program administration. The administrative duties of TESL program directors/division chairs, regardless of the program's place in the organizational structure of the institution include planning and setting goals for the program, recruiting and retaining staff and students, evaluating the TESL program and its staff, developing, requesting and allocating a budget, designing curricula and preparing reports, advising students and other miscellaneous responsibilities. Other issues important to the director of a TESL program are professional development, responsibilities and duties of the faculty, evaluation procedures, grievance procedures and dismissal policy, the involvement of faculty in program administration and the recruitment, and program completion

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of students. The TESL administrator is concerned with a myriad of other issues no less important.

The TESL program administrator or division chair (in cases where TESL has its own department) must be acquainted with some essential administrative skills to effectively manage the aforementioned issues. His/her position, as an administrator , is critical because it "is the most taxing, the most challenging, the most hazardous in several ways, and the most important" (Coffin, 1979, p.81). The administrator or the division chair has also been characterized as "the significant and essential link between the faculty and administration at most institutions of higher learning" (Fisher, 1977, p.5). Roach (1976) contends that eighty percent of all administrative decisions take place at the department level. To mention a few, such decisions entail promotion, tenure, salary increases, and budgeting decisions.

In addition to these administrative functions, the program administrator has been characterized as an instructional catalyst (Jennerich, 1978). The central role of the chairman on the academic instructional continuum is clear because "no one else can see clearly a department's unique possibilities for serving the real needs of students or of the profession." (Smith, 1979, p.75). Given the significance of such individuals to the higher education enterprise, they should be acquainted with the competencies and skills that enable them to perform their delegated responsibility effectively and efficiently.

Purpose of the Study

The present study was designed to investigate whether TESL and applied linguistics program administrators, at the college and university level, received the appropriate training for the managerial responsibilities of their positions. These administrators hold graduate degrees and have classroom teaching experience. Their preparation is adequate for faculty responsibilities, but administrative positions require a different type of expertise. Administrative responsibilities require knowledge, skills and abilities in areas such as goal setting, decision making, group dynamics, managerial problem solving, time management, task analysis, human resources development, needs assessment, and budget planning. Such management skills have

typically not been and are not currently included in programs leading to linguistics or TESL degrees. Nonetheless, the programs are administered by academicians who have largely learned their management skills "on the job". How well do these administrators believe they meet their administrative responsibilities? Are they satisfied with their preparation for administrative responsibilities? Could graduate programs be modified to improve management skills?

This study represented an initial effort to gauge the adequacy of the current master and doctoral programs curricula for preparing graduates for managerial duties in TESL and Applied Linguistics programs, and whether it is desirable to integrate management and leadership courses into the curriculum development of applied linguistics and TESL programs. The research questions directed to these purposes were: (1) What kinds of administrative training do the master and doctoral TESL and applied linguistics graduate programs offer to their graduate students? (2) Did the administrative training components, if any, of the programs from which the TESL or applied linguistics programs directors graduated, provide them with the appropriate training for administrative duties?, and (3) What elements such as new courses and internships might be included in ESL master's and doctoral programs to improve preparation for administrative responsibilities?

Conceptual Framework

A study of relevant theory and research literature revealed that good management, accomplished at all levels, contributes greatly to achieving the objectives of an organization. Weinbach (1990, p.12) defines management as "those specific functions performed by persons within the work setting that are intended to promote productivity and organizational goal attainment." According to Deegan (1981) the major management functions are planning, organizing, budgeting, staffing, directing and evaluating.

These functions constitute the major components of all management theories. There are several administrative theories that dominate the sphere of management. One group of theories are referred to as administrative management. Proponents of administrative management

believe that good management can be taught. Persons who apply administrative management principles can be successful in performing the manager's tasks. Management is involved in all human activities. People can be taught to do a better job of management wherever they manage if they adhere to the basic principles of administrative management. These principles include: division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration (fair, rewarding of effort), reasonableness, centralization, decision making through line of authority, order, equity, stability of tenure of personnel, initiative, and esprit de corps (Wren, 1972; George, 1972, Cited by Weinbach, 1990).

Another group of theories is referred to as participative management. It is based heavily on the application of the democratic process. It is better understood as an application of a manager's belief that human beings are more productive, more loyal, and are more trustworthy if they are granted a role in decision making in areas that affect them and their job. Participative management is believed to promote better consensus between individual goals and the goals of the organizationand stresses that faculty involvement in the process of decision making for their programs is vital. Participative management theory constitutes the conceptual framework of the present study.

According to the administrative management theorists, effective managers, who can apply the principles of administrative management, can be trained. As applied to our field,such preparation can be achieved through integrating new administrative and management courses into the TESL and applied linguistics master and doctoral programs. This integration will allow the graduates of such programs to be acquainted with the principles of effective management which in turn gives them the chance to be effective in the administration of their programs.

Literature Review

Interest in TESL program administration emerged in the 1980s and by the mid 1980's, studies addressing this topic began to emerge. Before this time the literature in TESL is devoid of research on the administrative aspects of TESL programs. One main reason for the

emergence of interest is the fact that the rapid growth of the field lead some universities to establish independent TESL and applied linguistics programs which were, before this time, embodied in other departments such as the English Department. Another reason for this emergence is that the applied linguistics foreign students who graduate from American universities did not receive any management and leadership courses which prepared them to be administrators as well as educators and scholars when they returned to their homelands. This becomes more clear if we know that the English departments in the foreign countries, where English is a second or a foreign language, are TESL/TEFL (teaching of English as a Foreign Language) divisions. The main objective of such programs is to graduate qualified teachers who will teach the English language at the elementary, preparatory and secondary levels. Therefore, studying TESL program administration becomes an essential inquiry if effective and efficient programs are to be established.

"[T]o help determine the qualities desirable in a College/Adult Level ESL/EFL Program Administrator and the qualifications appropriate for the position he [/she] holds" (Cited by Mathies, 1983, p.17) Wilcox (1980) conducted a study on Colorado ESL program administrators. His main purpose was to draw some specific guidelines that would assist in the selection and preparation of ESL program administrators. Wilcox reported that both general and specializations of qualifications are needed for administrators. Under the specialized qualifications category, Wilcox reported that a program administrator should at least be acquainted with information on general educational administration, business management, personnel management and research design and computer applications in addition to his general knowledge of ESL and applied linguistics subjects.

"The adequacy for job preparation and job satisfaction of M. A. TESOL graduates" was a study conducted by Ochsner (1980, p.199). Ochsner surveyed 196 graduates in TESOL to find out how useful the M. A. TESOL program had been in preparing them for their jobs. "[T]he graduates were generally inclined to rate favorably their M. A. training" (p.206). Two main exceptions to this generalization were: 1) the doctoral students rated their M. A. programs less favorably than their colleagues, particularly, pertaining to research skills; 2) 23% of both doctoral

and master students reported they were unprepared for publishing and nearly half (49%) were unprepared for administrative work.

The lack of preparation for management and administration is crucial because "one in four M.A. graduates becomes, less than three years after graduation, an ESL administrator" (Ochsner, 1980, p.206). The other half of prepared participants in Ochsner's study did not mention how they received their training. Is it through their programs? Is it through other programs? Is it through in-service training or via some other avenue? The present study is designed to help in finding adequate answers to the above questions.

Regardless of the way the administrator acquired his/her managerial skills, Johns (1981) conducted a study on ESL program administration in California to determine the impact of the program administrator on his/her staff and their performance. He focused primarily on the administrator's personality and his/her managerial skills. He concluded that instructors stay with the program and perform very well if the director involves his staff in the process of decision making, leadership and fairness, sets evaluation criteria and follows appropriate assessment procedures, proves knowledgeable and interested in the subject matter. This conclusion, although it is limited to California ESL instructors, supports the theory of participative management and indicates the importance of management and leadership courses and internships that train proficient, effective and knowledgeable ESL administrators. Moreover, this limited and informal study was part of the motivation to conduct the present study on a national level.

The skills and job satisfaction of ESL program administrators was the subject of a study conducted in the Washington D.C. area. Among the conclusions of this study was that ESL program administrators who came from the fields of educational administration and communication viewed their background as very useful. Evidently, that background provided them with management skills such as human relations, business and budgetary skills, time management, organization, interviewing and communication. Moreover, the majority of the interviewees expressed a desire for more training in management, leadership and computer assistance in management issues (Wright, 1981).

The issues of needs assessment, evaluation, and accountability in ESL/EFL teachers in Japan was the subject of a Richards and Nobuyuki (1983) study. To find out what sort of graduate training EFL teachers had received and to determine how relevant such previous training was perceived to be in the light of the current professional responsibilities of EFL teachers in Japan, forty one participants were surveyed. Of the respondents who held M. A. degrees 27 were from American universities, one from a British university, and one from a Canadian university. Two additional respondents held American Ph.D.s. Data analysis revealed that the six most studied subjects deal with language analysis and applied psycholinguistics (phonology, transformational grammar, structural linguistics, second language acquisition, and contrastive analysis). On the other hand, the least studied subject was administration (reported by only 12%). The participants judged the value of their training in terms of its practical application and effectiveness. The correlation between courses studied and their usefulness in the field was only .367 ($P < .05$, Spearman's rank coefficient). This indicates that there is a necessity for an evaluation of the master and doctoral programs curricula in TESL and applied linguistics programs. In other words their study suggested:

> the need for more broadly based empirical studies of teacher ... needs as a basis for the development and validation of more relevant models of ESL/EFL teacher training. (Richards and Nobuyuki, 1983, p.322).

The training of University of Hawaii TESL program graduates was the subject of Day's (1984) study. One hundred and thirty seven graduates during the 13-year period from 1967-1979 were surveyed. The initial positions after receiving M. A. degree and the current positions held by the participants were the focus of the study. Day concludes that:

> Of the 104 who responded to the question,[what were your primary duties?] 95 (91%) mentioned teaching... This is the same percentage reported... for the first post-M.A. The next most frequently mentioned duties, materials preparation (45%), curriculum design (41%), and administration (38%), are the same as those for the duties of the first post-M.A. job ...; however, there are increases in the percentage of duties that do not involve teaching, in particular, in administration, from 24% to 38%. (1984, p.115).

It seems that the longer TESL program graduates remain in the profession, the more likely they are to become more involved with activities other than teaching. This confirms Ochsner's (1980) statement that one out of four TESL teachers, becomes an administrator in less than three years.

The administrative styles of ESL administrators in colleges and universities was a subject of Reasor's (1986) study. The main objectives of his study "were to describe the background and training of ESL administrators and to evaluate their self-perceived dominant administrative styles" (1986, p. 338). An administrator's organizational behavior can be categorized into one of four basic dominant administrative styles. These administrative styles are:

> (a) *integrated*, which consists of behavior that is both task and people oriented; (b) *related*, which is people oriented with emphasis on interpersonal relations on the job; (c) *dedicated*, which is task-oriented and often called the authoritarian style; and (d) *separated*, which is rule and procedure oriented and known as the bureaucratic style. (Reasor, 1986, p. 340).

In particular, Reasor intended to identify which one of the above terms describe the ESL administrative behavior. He concluded that:

> The ESL administrators clustered heavily (69%) around the separated style... 62% of the administrators... perceived themselves to be ineffective in their present styles. (1986, p.341).

Staczek (1991) in an article entitled "*Professional Development and Program Administration*" contends persuasively:

> that professionals consider what opportunities the intensive English program (IEP) and our graduate programs in applied linguistics offer for the professional development of graduate students in training and faculty with regard to innovation, creativity and satisfaction for faculty, students and administrators. (p. 21)

Drawing on fifteen years of experience in second language education and university program administration, Staczek (1991, p. 21) argues that "[a]cademic departments and programs are

administered by teachers or teacher-scholars who have not been schooled in management practices." He continues that as second language teacher educators,

> we have received the intellectual training characteristic of our disciplines, but not the training necessary to make decisions affecting programs, financial resources, and people... Our teacher training programs and programs in applied linguistics have done little to initiate our apprentices into the culture in which they are asked to perform. We have imparted very little about budgetary processes, curricular planning, faculty recruitment, development, evaluation, and retention, and academic governance procedures. (1991, p. 21-22, 27).

In brief Staczek argues for preparing not only faculties who have learned to conduct research and present it to students and their colleagues, but also for preparing leaders and managers. That is, our ESL programs must graduate professionals who will be an effective chair of a department when their turn comes or when they are appointed to do so. That is, a chair who can be "an ombudsman, a recruiter, a fiscal manager, a cheerleader, a politician, a professional teacher and scholar, and a glorified office manager" as Rosbottom (1987, p. 3) states.

Methods of Data Collection and Analysis

The subjects of this study were the current TESL and applied linguistics program administrators and coordinators at American universities that award the Master and Doctoral degrees in TESL and applied linguistics. To collect the data for the present study, a questionnaire (see Appendix A) was mailed to those directors of the programs, at the American universities, that award the master and/or the doctorate degree in TESL or applied linguistics. Their addresses were obtained from the *1992-94 Directory of Professional Preparation Programs in TESOL in the United States*.

It was the intention of the researcher to collect data from every member of the population targeted. The total number of the target population was 178 participants. Thirty three were administrators of programs that award the doctoral degree and 145 were from programs that award the master's degree. The directors of the doctoral programs also administered the master's programs at their institutions. This left us with only 145 participants. Moreover, there

are two institutions who offered more than one master's degree, with different emphasis, in the same program under the same advisor. This left us with 143 participants. One hundred of these participants (69.9%) completed and returned the questionnaire.

The type of data collected took both quantitative and qualitative forms. The process of categorizing and sorting (Charmaz 1983), a technique of the grounded theory qualitative method, was used in analyzing the qualitative part of the data. Quantitative data were analyzed utilizing the statistical package SAS. The frequencies, percentages, and where appropriate, means and standard deviations of the participants responses comprised the statistics analyzed by the quantitative method of this study. The Kruskal Wallis H-Test for rank analysis was utilized for two purposes. First, to see if there was any difference between the ranking of the duties by those who describe themselves as administrators/primarily administrators and those who describe themselves as instructors/primarily instructors. Second, to show the extent to which all those who describe themselves as instructors/ primarily instructors also performed administrative responsibilities.

Administrative Training

Results

In Part III of the questionnaire, question 13 (see Appendix A), the participants were asked to indicate whether or not the program from which they received their graduate degree provided administrative training, and if so, what kind of training was provided. The respondents were then asked how well their programs prepared them for administrative duties (question 12), and the avenues through which they sought administrative training in cases where they were not prepared by their graduate programs to assume administrative positions (question 14), question 7 and 8 asked about the type of managerial training their current programs, which they supervise, offer to their graduate students.

Pertaining to the programs from which the current directors graduated, data analysis reveals that 74.0% of the programs did not offer any kind of management and leadership training, 13.0% offered administrative training in their curriculum, 3.0% required students to

pursue administrative training through other programs, and 6% encouraged the students to take administrative courses through other programs. In question 15, the current directors were asked to describe their overall preparation for administrative duties. Data analysis reveals that 8%, 30%, 28%, and 30% were prepared very well, fairly well, poorly, and not at all, respectively, for assuming their managerial duties. The remaining 4% of the participants did not identify.

Those directors/coordinators who were fairly, poorly, and not at all prepared for their administrative responsibilities (n=88) sought several avenues for acquiring or improving their administrative skills. Data analysis reveals that a large number (n=43) of these 88 directors acquired managerial training through practice and experience (48.9%), 32 through asking help from a colleague (36.4%), 11 through in-service training (12.5%), and two who enrolled in management courses after graduation (2.2%).

As a result of this situation some of the current directors integrated or are in the process of integrating some elements of administrative training into their programs to provide prospective administrators with the necessary managerial skills. Data analysis shows that 80% of the current TESL and applied linguistics programs do not provide their clients with administrative training, 15% provide their graduates with such training, and 5% are in the process of developing administrative training elements in their curricula (question number 7).

Of the fifteen programs which offer administrative training to their students, six (40.0%) require them to take such courses from their programs and nine (60.0%) require their students to take such courses from other programs (question number 8). Pertaining to the importance of including leadership and management elements in TESL and applied linguistics programs, analysis of the responses to question number 16 in the survey, reveals that 17%, 25%, 37%, and 21% reported that it is very important, important, somewhat important, or not important, respectively, to include administrative elements in the TESL and applied linguistics programs curricula.

Appropriateness of Administrative Training

In Part III of the questionnaire (question number 12), the participants were asked to describe how well they had been prepared for their administrative duties. Table 1 presents the pattern of responses.

Table 1

Preparation for Administrative Responsibilities

Duty	Very well prepared	Fairly well prepared	Poorly prepared	Not at all prepared
A. Curriculum design	34%	45%	11%	10%
B. Developing a budget	05%	17%	27%	51%
C. Evaluating an ESL program and its staff	20%	37%	14%	29%
D. Recruiting and retaining staff and students.	14%	24%	15%	45%
E. Planning and setting goals for an ESL program.	29%	32%	14%	25%

Advising students, materials preparation, curriculum design, and other (research as specified by the participants) as some of the duties that program directors perform, were ranked by the participants in question number six according to their priorities. The Kruskal-Wallis H-Test (a non-parametric test of significance less restrictive than Analysis of Variance), requires only ordinal level (ranked data) rather than interval data, and requires no assumptions about the shape of the populations (Mason and Lind, 1990). In order to see if there is any difference between the self-identified administrators/primarily administrators versus instructors/ primarily instructors as reported in question 5, rankings of curriculum design, materials preparation, advising students, as examples of administrative duties were analyzed by the Kruskal-Wallis H-Test.

For curriculum design the computed value of the test statistic H = 0.01533, is less than Chi-Square critical value (3.841) for df= 1 at the 0.05 level of significance. For materials preparation the computed value of H = 0.55747 which is less than Chi-Square critical value (3.841) for df =1 at the 0.05 level. For advising students the computed value of H = 0.55747 is also less than Chi-Square critical value (3.841) for df =1 at the 0.05 level of significance. For research duty H = 1.5802 is less than Chi-Square critical value (3.841) for df =1 at the 0.05 level too. According to the Kruskal Wallis H-Test this means that there is no difference between the rankings of the two groups because the computed value of H is less than the critical value of Chi-Square.

Thus, analysis of the ranks utilizing the Kruskal-Wallis Test revealed there is no difference in rank importance of the three examples of administrative duties between instructors or primarily instructors and those who described themselves as administrators and primarily administrators. Considering these three duties as administrative responsibilities, the additional duties of budget development, evaluation of the program and its staff, recruiting and retaining students and staff and planning, described in response to question twelve stated above pertaining to the inappropriateness of the participants preparation, together indicate the necessity of providing managerial training to the graduates of TESL and applied linguistics programs in order to help them overcome their administrative difficulties.

Improving Administrative Training

The participants were requested, in question number 20, to identify the elements that they believe will assist in improving preparation for administrative responsibilities. The categorizing and sorting technique of the qualitative grounded theory method was used to analyze the respondents statements. The analysis produced the following categories. The first category includes (a)developing management and administrative courses, (b)sending graduate students to other departments such as education, public policy, and business where such courses are offered, (c)developing courses in interpersonal relationships, case studies, (d)adding administrative skills to current available courses, and (e) adding a general course in administration that will help in preparing administrators for program design, program evaluation,

establishing priorities, advisement, supervision, and evaluating applicants to the graduate programs. Offering administration internships with well recognized and effective directors, internships in metropolitan and suburban businesses, participation of students in departmental committees and involving them in decision-making processes constitutes the elements of the second category. The third catrgory includes (a)developing workshops such as summer workshops, (b)holding a biweekly colloquium, in-service training, and (c)mentoring on the job.

Discussion

As data analysis disclosed, only 16% of the programs from which the current directors graduated required or encouraged its students to take administrative courses either from their programs or through other programs that offer such courses. In contrast, slightly more (20-25%) of the current programs that the current directors supervise provide their clients with managerial training or are in the process of designing elements that provide their students with the necessary managerial acumen.

The reason behind such increase might be the growth of the TESL field and the demand for not only teachers and researchers, but for administrators of TESL programs at all levels. As indicated in the research literature, another reason might be the frustration that TESL graduates encounter when they are asked to direct a TESL program or an English department in a foreign country where English is taught either as a foreign language or as a second language.

The eight percent of respondents who indicated that they were very well prepared for their current administrative duties because of previous managerial training offered by the programs from which they graduated, also reported that they experienced less problems and were notably successful in directing their programs. As one of the participants stated commenting on how his previous managerial training was a considerable advantage for him in administering the program:

> With limited resources I am able to meet the many complex requirements of operating a graduate program (e.g. grant writings, management, research, course development, student recruitment, faculty, staffing, student advising, liaison work with cooperating departments and statewide advisory board for the program.

Conversley, the large percentage (58%) of those who were poorly or not at all prepared because of the lack of administrative elements in their programs (or where they were not advised to take such courses through other programs) reported facing numerous problems pertaining to the administrative aspects of their programs. These problems ranged from being unable to develop a budget request, allocate resources effectively and efficiently, attract and retain good faculty members or to resolve personal conflicts between faculty members, link strategic planning and budgeting or set achievable goals for the program, and design and develop an appropriate curriculum that meets the needs of the students. In the words of one of the participants mentioning the reasons behind being only somewhat successful in directing his program, "I have not had ... training in administration".

As a result of this inappropriate or nonexistent administrative training, TESL and applied linguistics graduates turn to other avenues for acquiring administrative skills in order to run their programs more effectively. Among these avenues are (a)struggling the first year in administering the program until one develops some skills by trial and error (47%), (b)seeking help from a colleague who has been educated in administration or has a track record of experience in administrative problem solving (36%), (c)developing management skills through in-service training (12%) in the institutions that offer such training to fill the lack of administrative skills gap, or (d)(for those of the graduates who realize the necessity for administrative skills), enrolling in management courses that provide them with what their programs lacked.

The significance of developing management courses or advising students to seek such courses through other programs is supported by the results of the present study. Of the participants, 79% reported that it is very important, important or somewhat important to include managerial training in the graduate TESL and applied linguistics programs. Such large percentages indicate the distress and frustration that the current directors experience before developing the required administrative skills via practice and experience, asking help from a friend or a colleague, in-service training, or enrolling in management courses after graduation to acquire skills not provided by the TESL and applied linguistics programs. This overwhelming obstacle is needless considering the ease with which solutions might be implemented.

Such significance was not only indicated by circling one of the four options in question number 16 (see Appendix A), but also through the participants' qualitative comments in questions number 20 and 21. For example, a participant identifying some elements for improving preparation for administrative responsibilities stated that:

> MA students probably do not have time for such courses-better at the Ph.D. level. They need knowledge of theory, practice, curriculum/material design, budget and personnel management.

Another director of both a master and a doctoral program commenting on the significance of including such courses and the benefit the students gain from taking such courses stated that:

> At MA level its all we can do to keep the # [number] of courses we think essential. Such students should be offered course options in administration, [and] management as options. In Ph.D. programs they should be required. My own program [program the director graduated from] offered an elective course in curriculum design. I have used that information a lot.

Elements that provide graduates with administrative skills such as internships "are a definite requirement", courses "can provide some of the knowledge and skills" and observing an effective successful administrator through an internship " is the best teacher", as one of the participants stated.

Acknowledging the current situation of the ESL and applied linguistics programs pertaining to their priority in higher education institutions, understaffing, budget cuts, restrictions on growth and as second class programs (as some higher education administrators look at them):

> These elements [new courses and internships] are important and easily implemented ... by all faculty members. TESL/TEFL programs tend to be overloaded already. However, training in administration aspects is important because most graduates will find themselves taking on such duties gradually once they graduate.

The foregoing is quoted from the response of one of the participants commenting on the situation of graduate TESL programs and the importance of developing administrative courses in order to graduate not only teachers and researchers but also prospective leaders and managers.

That is, it is not enough that graduates of TESL and applied linguistics programs are acquainted with the most recent methodologies of second/foreign language teaching and theories of second/foreign language acquisition, it is also very important to be proficient in curriculum design, requesting, developing and allocating a budget where ESL and applied linguistics programs have control over their budgets, evaluating a TESL program and its staff, recruiting and retaining staff and students, and planning and setting goals for their programs. Thus, in the words of one of the participants,

> there should definitely be elective courses, a track of three to five courses, perhaps cross listed in educational administration available within master's and Ph.D. tracks.

Preparation for Administrative Duties

The results of the present study indicate significant deficiencies in the TESL and applied linguistics programs pertaining to the preparation of their graduates for assuming leadership positions in their fields. For curriculum design, as one of the most significant administrative duties, 21% of the graduates are poorly or not at all prepared upon graduation from their programs. The duties of the first post-M.A. jobs "included materials preparation 38%, curriculum design 33% and administration 24%" (Day, 1984, p. 112). Such graduates, if they are not well prepared at least for the above duties, will end up seeking help through other avenues. For developing a budget, 78% of the graduates are poorly or not at all prepared. Of the graduates, 43% do not have the skills for evaluating their programs. Pertaining to the current directors, 60% lack the appropriate skills for recruiting staff and students and retaining them, and 39% of them do not know how to plan and set goals for their programs. Such results are consistent with the findings of Ochsner (1980) who states that:

> Over half the students felt "Very Much Prepared" by their M.A. program for all but two areas, publishing and doing administrative work ... Four out of five students "Knew Little or Nothing" about administrative work [81%] (p. 203).

In addition to this, Ochsner's (1980) results that both M.A. and Ph.D. students reported that their training was inadequate for publications (23% were unprepared) and administrative work (49% were unprepared) are consistent with the findings of the present study.

Conclusions

The findings suggest that, the lack of administrative training could be eliminated if the directors of graduate TESL and applied linguistics programs developed courses, either required or as electives, or advised their students, particularly those who are interested in administration or are anticipating directing a TESL program after graduation, to take such courses through other programs such as educational administration, public policy or business. Ideally, having the courses in one's own program is the best way to ameliorate this present situation. Another way would be administrative internships. In the words of one of the participants calling for filling such a breach in TESL and applied linguistics programs:

> We are working on developing an internship in ESL program administration. This, I believe, is a significant gap in ESL professional preparation that needs filling.

The results of the present study also indicate that most of the problems were encountered by those administrators who were new to their positions, lacked administrative training, practice and experience. Having administrative training would at least minimize the problems and provide the new directors with the basic skills on which they can build other complex management skills. Both M.A. and doctoral TESL programs should provide administrative training "given the percentage of those who reported that their duties included administration, particularly, in positions assumed later in their careers" (Day, 1984, p. 123).

Regardless of the title of the person in charge of the program (division chair, coordinator/director or instructor with administrative duties) he/she is considered an administrator and an educator who should be ready to chair a department or supervise a program when his/her turn comes or when nominated or to do so. If individuals trained as researchers, scholars and teachers assume the new, complex, and distinct role of a director or department chairperson

without any sort of prior training or preparation, this study indicates they will experience serious administrative difficulties.

Because a large percentage of administrators have not had any formal training for their positions, apparently much of academic administration is left to chance, even though the administrators themselves long for the availability of adequate specific training. The lack of administrative preparation and the large number of participants in this study wanting instruction shows a need for more programs of pre-service and/or in-service training for current and prospective administrators.

Recommendations

The implications drawn from the empirical data are extremely important to improving administration of TESL programs. The large response rate adds strength to the study's findings. The following recommendations, follow from the results of the study.

First, the academic preparation of TESL program directors readies them only to be effective educators and productive scholars and does not prepare them for the administrative duties required by their positions. Therefore, as the results of the study suggest, designing a course or a seminar in management practices such as developing a budget, evaluation skills, promotion, recruitment and retention, program planning and organization and other personnel management skills is imperative.

Second, a course, seminar, or an internship might be an important addition, where it is possible, to the TESL preparation programs. Understanding the current economic situation of higher education institutions in general, and the budget problems the current TESL programs are facing in particular, graduate programs in TESL might consider offering the option of taking a course in educational administration or management in other departments as an elective towards a graduate degree for those who are interested in program administration.

Third, for the new directors who are already in service and would like to improve their administrative skills, summer courses in program administration are given periodically at the Teachers of English to Speakers of Other Languages (TESOL) summer institute. Workshops

and conference presentations on aspects of ESL program administration are available at TESOL and the National Association of Foreign Student Affairs (NAFSA) conferences.

Finally, as the results of the study disclosed, practice and experience is one of the most important avenues for acquiring administrative skills. Prospective TESL program administrators could benefit from observing experienced administrators or working for them as an internship like that done for acquiring teaching experience. Such opportunities for educational and practical experiences will strengthen the management skills of such administrators and provide them with the balance of educational and management expertise required for their positions.

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Study of English As A Second Language/
University Program Administrator

Name (optional):_____

Institution (optional):_____

Please choose the most appropriate answer:

Part I. Background Information:

Note: The following questions pertain to the ESL program you are now administering.

1. What is the place of your ESL\Applied Linguistics program in the organizational structure of the university?

A. has its own department
B. within an English department
C. within a modern language department
D. other [specify]_____

2. What is your job title?

A. Division Chair
B. Coordinator\Director
C. Instructor with administrative duties
D. Other [specify]_____

3. What is the number of full-time faculty members in your department?

A. 1-5 members
B. 6-15 members
C. 15 members or larger

4. How long have you been an administrator?

A. 0-2 years
B. 3-5 years
C. 6-10 years
D. 11 years or longer

5. How do you describe yourself?

A. an administrator
B. primarily an administrator with instructional duties
C. an instructor
D. primarily an instructor with administrative duties

6. In addition to instruction and/or administration, what are your primary duties? (please rank any of the following duties in order of importance)

[ ] A. advising students
[ ] B. materials preparation
[ ] C. curriculum design
[ ] D. other [specify]_____
[ ] E. none of the above

7. Your current program:

A. does not provide its students with management and leadership courses
B. provides its students with management and leadership courses
C. in the process of designing such courses

8. If your program provides its students with management and leadership courses, it:

A. requires its students to take such courses from their program
B. requires its students to take such courses from other disciplines
C. encourages its student to take such courses from other disciplines
D. discourages its students to take such courses

Part II. Your Academic Training:

Note: Questions #9-15 refer to your own graduate program, i.e. the last program (master's or doctoral) from which you graduated.

9. What is your highest earned degree?

A. a doctoral degree
B. a master's degree
C. a bachelor's degree
D. other [specify]_____

10. How well were you prepared for the following responsibilities?

Responsibility	Very well prepared	Fairly well prepared	Poorly prepared	Not at all prepared
A. Teaching	_____	_____	_____	_____
B. Research	_____	_____	_____	_____
C. Publication	_____	_____	_____	_____
D. Critical Thinking	_____	_____	_____	_____

11. Overall, how well did your program prepare you for academic responsibilities?

A. very well
B. fairly well
C. poorly
D. not at all

Part III. Administrative Training:

12. How well were you prepared for the following duties?

Duty	Very well prepared	Fairly well prepared	Poorly prepared	Not at all prepared
A. Curriculum design	_____	_____	_____	_____
B. Developing a budget	_____	_____	_____	_____
C. Evaluating an ESL Program and its staff	_____	_____	_____	_____
D. Recruiting and retaining staff and students	_____	_____	_____	_____
E. Planning and setting goals for an ESL program	_____	_____	_____	_____

13. The program you graduated from:

A. did not offer any kind of management and leadership courses
B. offered management and leadership courses in its curriculum
C. required management and leadership courses through other programs
D. encouraged taking such courses through other programs
E. discouraged taking such courses

14. If the program you graduated from did not provide you with management skills, you learned them by:

A. enrolling in management courses later Yes __ No __
B. in-service training Yes __ No __
C. practice and experience Yes __ No __
D. asking for help from a colleague Yes __ No __

15. Overall, how well did your program prepare you for administrative duties?

A. very well
B. fairly well
C. poorly
D. not at all

16. How important is it for ESL\applied linguistics programs to include leadership and management courses?

A. very important
B. important

C. somewhat important
D. not important

17. Overall, as a program administrator how do you perceive yourself?

A. very effective
B. effective
C. somewhat effective
D. ineffective

18. In question #17 you rated yourself as A, B, C, or D because:

_____
_____
_____
_____
_____
_____

Part IV Comments:

19. What are the problems you face as an ESL or applied linguistics program director pertaining to the administrative aspects of your program?

_____
_____
_____
_____
_____
_____

20. Please identify elements such as new courses and internships that might be included in ESL master and doctoral programs to improve preparation for administrative responsibilities?

_____
_____
_____
_____
_____
_____

21. What are significant issues pertaining to the organizational placement of ESL programs in the academic structure in your institution (or of institutions)?

_____
_____
_____
_____
_____
_____

22. Please comment on any question or other relevant point that you think is significant for ESL\Applied Linguistics programs administration.

Thank-you for your participation!

If you would like to be notified of the results of this study, please fill out the request slip below. You may mail the slip separately or with the survey (it will be detached from the questionnaire before it is read in order to preserve your anonymity).

Your help and cooperation are appreciated!

Please mail the completed questionnaire in the enclosed envelope to:

Anwar A. Hussein
Arizona State University
PO Box 1633
Tempe, AZ 85280
Tel. (602) 649-7668
FAX (602) 844-0658

Request slip

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Please send me an executive summary of the results of the *English as a Second Language Program Administration* study in which I have participated.

Name:
Address: